

# THE RURAL SCHOOL MESSENGER

---

AN EDUCATIONAL PROGRAM  
FOR THE WAR

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OF THE  
UNIVERSITY OF ILLINOIS

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# THE RURAL SCHOOL MESSENGER

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## THE FACULTY IN RURAL EDUCATION

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ROSAMOND ROOT

VOL. VII.

SEPTEMBER

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## Editorial

FOR the seventh time the RURAL SCHOOL MESSENGER greets the teachers of Missouri as they enter upon the work of a new school year. Beginning with this new volume this magazine will appear every other month. In this period of conservation our Normal School for the remainder of the biennial period must cut in two its expenditures for bulletins and other school publications. We hope to bring some special message

**Organization for  
War Service**

to you with each issue. The First District Normal School in its summer session was a

fine example of how large energies may be turned in special directions and yet none of the regular work in education slacken. The students of the school contributed more than \$900 to the Red Cross fund, and the faculty more than half that much. Special courses were given after the work of the day in various features of Red Cross work, and in various forms of club organizations. Group instruction was offered in garden work, food preparation and preservation. And in response to a large demand, this number of the MESSENGER is largely devoted to how rural communities may organize not only for more effective war service, but also for a better school and a more interesting neighborhood. Not only will a common understanding and mutual interests bring its own reward, but it will help to imbue each with a desire to do his share in helping to win the world struggle for democracy and the square deal.

Teachers, know and understand your school as soon as you can, and then get acquainted with your neighborhood. If you expect to become a vital factor in community progress it will be well to make a preliminary survey. Think

**Get acquainted with  
your neighborhood**

of such questions as these: What are the objects that draw people together in the community? Who are the leaders, or are there any? Does any one interest draw together all the neighborhood, old and young, rich and poor? Are there any hindrances to community spirit, such as feuds or animosities of a racial, financial, religious, or social nature? Are the churches or fraternal organizations fostering community spirit? What is the attitude as to using the church or school building for social purposes? What has been the previous attitude of the teacher? Size up your community and yourself; then do the practicable thing that lies nearest to you.

The great work of the world is always done by people with

high and fine enthusiasms. One way to keep enthusiastic is to keep on growing. While each teacher should give the greater part of his energies to the work of his school, yet a portion of his time should be reserved for self-improvement. It is a good plan

**What are your plans for self-improvement?**

to belong to a reading circle. None but an empty or a thought tight person can leave a two hour session without both giving and receiving. The reading circle books this year are Betts, "Class-room Method and Management;" Babson, "The Future of South America;" Brown and Coffman, "The Teaching of Arithmetic;" and Strayer and Nourseworthy, "How to Teach." Those belonging to reading circles properly organized and conforming to the regulations of the Extension Committee of this school may receive a secondary credit of one-fourth unit for each book studied; but the maximum credit will be three-fourths of one unit for three books. Some circles will elect to read two books, and some few will read three. This school also offers chances for professional advancement thru extension centers and correspondence courses. For further information address Miss Rosamond Root, Chairman of the Extension Study Committee.

For the past six years there has been held on our campus a meeting of earnest teachers, ministers, and other community leaders interested in country life betterment. Each year these

**Seventh Annual  
Rural Life Conference  
November 1, 2, 3, 1917**

meetings have been growing in interest, attendance, and importance. Last year the teachers from sixteen counties were present, with many farmers and their families, many students, and others interested in these problems. It was agreed by all that the sixth meeting was the greatest of the series, both in attendance and in the programs. The Seventh Annual Rural Life Conference gives promise of being the greatest of all. Men and women of national reputation will be with us. Mr. J. C. Muerman will represent the Bureau of Education at Washington; Prof. P. G. Holden, who perhaps has done more for agricultural education than any other man in the United States, will give two addresses; Hon. Uel W. Lamkin, the State Superintendent of Schools has promised to appear on the program; and Dr. Nan Sperry will please both the women and the men. It is too early to give further particulars, but enough has been done to promise a great meeting. Make your plans to be in Kirksville, November 1, 2, 3, 1917.

EXECUTIVE OFFICES  
STATE OF MISSOURI  
CITY OF JEFFERSON

August 9, 1917.

TO THE TEACHERS OF MISSOURI:

The rural Missouri community can render no more patriotic or noble service, with the nation in war, than in rallying to the spirit and call of the County and Township Councils of Defense, now organized in 1150 townships of the 114 counties of the State under the direction of the Missouri Council of Defense at Jefferson City.

Just as the National Council of Defense, created by Congress at the request of President Wilson, and approved August 29th, 1916, found the need of an arm in each of the states, so the state councils found that to make themselves effective they must extend their organizations in the heart of each community. In this State, this has been done by the Missouri Council of Defense, so that now the headquarters at Jefferson City can reach the most remote sections of the State within 48 hours.

This organization is but the machinery to carry out the manifold steps of war service outlined by the parent councils. Let every rural community heed the instruction of its township or county council. This will increase the food production on the farms and conserve the food on the table. This will stimulate recruiting; it will assist the draft boards in their work by making plainer the rules and spirit by which our new national army is being constructed.

In numerous smaller, but concrete ways, are the community organizations justifying themselves—in organizing home guards; assisting the registration of women for food conservation and war service; encouraging canning; using railway rights-of-way and unused lands to increase production; in stimulating the observance of patriotic day, July 28th; urging merchants to economize in delivery service; ridding communities of industrial slackers, and varied other activities.

This is a time of service and even the humblest can contribute to the effectiveness of the community organization. And in this particular service, the rural teacher may render great aid.

Yours very truly,

FREDERICK D. GARDNER,

Governor.



## The Council of Defense

WHAT is the council of defense? How is it organized? How does it work? What does it do? What is its object? What is or may be the relation of the teacher to the council of defense? If you can answer these questions you do not need to read this article. Assuming that it is the aim of all teachers to be of the greatest possible service to their community—and thus to their country—a brief explanation of the council of defense was thought appropriate.

The Missouri Council of Defense is composed of 30 men with Dean F. B. Mumford of the College of Agriculture as chairman. These men were appointed by the Governor, and the headquarters of the state council is in Jefferson City. The state council in turn has appointed seven men in each county to act as county councils. These county councils in turn select a secretary and appoint seven men in each township of the county to serve as township councils. It has been the aim of the Adair County Council of Defense to get each school district represented on these township councils, although this is not always possible or desirable.

This organization furnishes a nucleus thru which the securing of information or the spreading of propaganda for the successful prosecution of the war can readily be accomplished. The council serves without salary. It is asked to aid in such things as the organization of the home guards, the stimulation of production, the prevention of waste, the prevention of duplication of effort, the economic utilization of our products, and the proper distribution of the same, the distribution of labor, and cooperation with the government in the distribution of useful information to the public. The Adair County Council was instrumental in distributing four hundred copies of Farmer's Bulletins among the farmers of this county. These bulletins were on the subject of canning and drying of fruits and vegetables in the homes. A clearer understanding of the duties of the councils might be given by an enumeration of the committees that make up the county organization. They are as follows: labor, agriculture and production, utilization and economy, distribution and marketing, finance, cooperation with local patriotic agencies.

It is the opinion of the writer that every teacher should, as soon as he or she reaches his or her community, make inquiry as to the local council of defense, and immediately offer their services. In case there is no local council of defense inquiry should be made of the county council, and perhaps the teacher can be of service in completing the organization of the local unit. The school can be of invaluable service to the councils of defense in spreading information and in stimulating interest. The responsibilities of the teachers this year are grave. But with added responsibility comes opportunity.

—C. R. JACCARD.

## How to Organize a Red Cross Chapter

NO community can feel that it is giving its share of support to the government unless it has a Red Cross organization. The first step, and one that is absolutely necessary, if you want to organize your community, is for you to join the Red Cross yourself. You can become any kind of member you prefer. Most become annual members by sending their name and address and \$1 to the nearest chapter or to the American National Red Cross, Washington, D. C. Then get a group of people in your town to take out memberships, and send their names and their dues to Washington, asking permission to form a Red Cross chapter in your town. If your application is approved, you will be fully instructed how to organize a chapter, and your chapter then becomes a part of the National Red Cross.

If you feel that this is too much of an undertaking for your community, you might organize a Red Cross Auxiliary. These are temporary local organizations, formed for the purpose of doing one or more specific kinds of Red Cross work. They can be organized among the members of a church or Sunday-school; among the students of a high school or college; in fact, any group of ten or more persons wishing to do Red Cross work, may become members of the Red Cross, and upon application to a nearby chapter or to national headquarters, form themselves into an Auxiliary.

No matter what you can do, you will find there is a place for you in Red Cross work. Here are a few of the services listed: sewing, mending, preparation of surgical supplies, laundry work,

cooking, waiting on tables, house cleaning, interpreting, translating, letter writing, reading aloud, stenographic work, typing, telephone operating, telegraph operating, photographing, motor driving. Caring for the families of soldiers will form a large part of Red Cross work this winter, altho in many cases the care given will be in the form of encouragement and cheer rather than material aid.

In many towns the women in Red Cross chapters have agreed to furnish a certain amount of equipment for hospitals. A chapter anywhere in Missouri can get printed directions for any form of work they wish to take up by writing to the American Red Cross Supply Service, 1230 Olive Street, St. Louis, Mo. If specimens of the completed garments are desired a small sum is charged. This is strongly to be recommended, as an examination of perfect garments saves mistakes, which cost both time and money. Because of the pressing need of supplies, the Red Cross has announced that it prefers that women send to headquarters for garments already cut out, as they cost very little more than the material alone, and greatly facilitate the speed with which an equipment can be completed. Bandages are the simplest and easiest to make of any supplies, but even with these it is advisable to send for a sample case, as there is a right and a wrong way of rolling a bandage.

### **Red Cross Courses**

The Red Cross courses of instruction are splendidly worked out and well worth careful study. The courses are: First Aid to the Injured, Elementary Hygiene and Home Care of the Sick, Home Dietetics, and Surgical Dressings. With the exception of the one on surgical dressings, each of these is of the greatest value in the home.

All of these courses must be given by approved physicians or nurses only, under carefully prescribed conditions, and each class must have ten or more members. Examinations are held at the conclusion of each course, and those who pass successfully are given certificates of graduation. It is surprising to see how wide spread is the interest in these classes. A class held at the Normal School this summer, under the direction of Mr. Felix Rothschild, altho it was held after school hours when students are tired



and want to get home, kept up an average attendance of one hundred. The class in Home Care of the Sick was almost as popular.

Text books used in these courses are issued and sold by the Red Cross and may be obtained from the Bureau of Supplies at the Washington headquarters. They are: "First Aid," a general edition, 30 cents; "Elementary Hygiene and Home Care of the Sick" (paper cover) 50 cents; cloth cover, \$1; "Home Dietetics" (cloth cover) \$1.

—MRS. JO WALKER HUMPHREY.

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## A Simple Bandage Roller

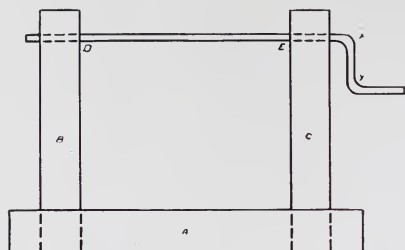
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**I**N great public calamities and emergencies there is no agency for relief which can compare with the American Red Cross Society in its efficiency. It enjoys the confidence of the people because it does its work so admirably.

We Americans are now facing one of the great emergency periods of our history and one in which the need for relief will be almost boundless. The Red Cross must do a very large part of this vast work but it must have the support of the American people if it succeeds. Its demands for supplies will be enormous and for this reason many of our people will find the best opportunity to "do their bit" by supporting the Red Cross, by actually making and rolling bandages in the home at leisure hours. Literally millions of them must be made and rolled. These rolls must be straight and compactly rolled. This can be done rapidly on the little bandage rollers purchased from the Red Cross or with a simple little rolling device which can be made in any home.

To make the roller, take a small block about 1 inch thick, 2 or 3 inches wide, and 6 or 7 inches long for a base, and a broom handle or any other straight stick for the uprights. With a bit as nearly the size of the stick as possible bore two holes thru base A such that the distance between them is 4 inches or a little more. This will accommodate the 4 inch bandage which is the widest to be made. Cut from the stick two uprights B and C about 5 inches long and fit them into the holes bored. With a gimlet bit bore holes in the uprights at D and E, to receive the wire roller. Now take a stiff wire such as a common telephone wire and bend at

x and y as shown in the diagram. With a hammer and a piece of iron flatten the wire from D to E as the bandage will slip on the round smooth wire. You are now ready to roll bandages. Clamp



or tack the base to the table, wrap one end of your bandage about the flattened wire and turn the handle. When the bandage is rolled slip the wire out thru the bandage and you are soon ready for another. (See page 8.)

This little roller will cost only a few cents (5c at the most) and can often be made without cost, yet it will do practically the same work as those sent out to us at from 50c to \$1.50.

When the bandages are rolled they must be sterilized. This can perhaps best be done by heating in the oven but care must be taken not to scorch them.

What can we do as teachers? We should be able to make some bandages ourselves, or, better still, as leaders in the community, to organize a movement there that will produce bandages to bind the wounds of hundreds of our men on the firing line in France.

We are sure to find this an excellent opportunity for motivating our lessons in sanitation and first aid, and the means of indelibly stamping these principles in the minds of the children. Shall we rise to our opportunity?

—H. A. McKEAN.

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EDITOR'S NOTE: Every teacher should write to the Committee on Public Information, 10 Jackson Place, Washington, D. C. for a free copy of the "National Service Handbook." This 246 page book is a mine of interesting and useful material. From the same source free copies can be obtained of "The Nation in Arms," "The Government of Germany," "From Spectator to Participant," and "An Anthology of War Prose and Verse." Bear in mind the words of President Wilson: "It is not an army we must shape and train for war; it is a nation."

## Home Canning

**I**N spite of the dry weather and pests, we are feeling very grateful that Missouri has grown more vegetables than ever before. Some of these vegetables are gone; some have been successfully canned or dried; and some are just coming on. Let us now be sure that more vegetables than ever before are saved for winter use. We would be proud indeed if each farm woman in Missouri could say, "I shall not need to buy even one quart of canned food this coming winter."

Some women have already become discouraged because the canned peas and beans came open. This is bad luck indeed, and sometimes the most successful housewife will lose a few cans; but it can be done so they will keep, and the second trial will surely be more successful than the first.

Below are a few of the simple directions sent out by O. H. Benson, the government expert on canning. Only the more common vegetables will be mentioned as it is impracticable to can carrots, sweet potatoes, etc. which can be kept without canning.

Since it takes considerable time and is hot work, it is better to prepare a large number of jars at once and have one large canning instead of several small ones.

### Tomatoes

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Scald until skins loosen. Dip in cold water. Remove skins and cores. Pack tightly into jars. Do not add water. Add 1 t. salt to each quart. Put on rubbers and lids. Do not screw lids on tight. Set into hot water which completely covers the lids of jars. Boil 30 minutes. Some frame or asbestos lid should be placed in bottom of boiler so that the glass jar will not rest directly on the bottom. Be sure they boil 30 minutes. After boiling, seal tightly. It will not hurt if some of the juice boils out or some of the water boils into the jar. If a steam cooker is used there will not be an exchange of liquid, but in the hot water there is sure to be some exchange.

### Corn

Scald corn on cob 5 minutes. Dip into cold water. Cut from cob and pack into jars. Add 1 t. salt for each quart. Cover with hot water and boil for 3 hours. The boiler, lids and rubbers

should be arranged the same as for the tomatoes. Seal tightly when lifted from water.

Other vegetables are prepared and packed the same as for tomatoes or corn. Beans or peas may or may not be dipped into hot water then into cold before packing. They can be packed into the jars at a better advantage if they have been dipped. The time for boiling different vegetables is given below.

Beans	3 hours
Peas	3 hours
Cauliflower	1 hour
Beets	90 minutes
Soft Fruits	25 minutes
Apples	30 minutes
Pears	30 minutes

Beans, peas and corn are good dried. Green beans dipped into boiling water then into cold and dried in a dry, warm oven are as good as the canned product. Often the reason dried vegetables or fruits are not good is that they are not soaked long enough before cooking, therefore they are tough when cooked. It takes about 3 hours to dry beans and peas in an oven with the door open. They may be dried in the sun but they will not hold their color as well.

Tin cans may be used for peas, beans, corn, cauliflower or beets if they are soldered instead of using the sealing wax. It is difficult however to solder cans shut without a gasoline fire pot in which to heat the iron. A gasoline fire pot costs \$5. It is not advisable to use the tins unless you intend to place the product on the market. Then the tin is preferable.

One organization, the Kirksville Grange in trying to save the surplus food of the vicinity is planning to can 4000 cans of vegetables. Already 1000 have been canned, some in tin and some for other people in glass. Another group of girls is helping tired mothers in the country by going around the neighborhood with a small outdoor cooker and canning vegetables and fruit. They have made considerable money already and have saved the community much food which would have gone to waste.

—THURBA FIDLER.

## Drying as a Means of Saving Food

YES indeed we have grown an immense garden this year. And when it comes time to can my vegetables, don't I find that glass jars cost from 75 cents to \$1.00 per dozen and even tin cans are 65 cents per dozen? It was impossible for me to buy cans to can all my peas and other foods and now I don't know what I am to do with my late beans and sweet corn. Yet we are urged to not let any food go to waste."

"Have you tried drying the foods you don't want to can?"

"Oh dear no! I didn't know I could dry vegetables. I do remember that mother used to dry the cull apples. They were hard black flavorless things. My memory associates them with flies and bugs and the duty of gathering them off of the porch roof when rainstorms came up. Do you really think it worth while to try drying? Would the food be fit to eat?"

"You have pointed out one of the worst objections to dried foods when you confessed that it was the cull apples that were used. You selected apples for drying which were not good in the first place. Suppose they had been good juicy apples to begin with, and suppose they had been dried without having flies and bugs get on them and then had been stored with as much care as your canned peaches would they not have been fit to eat? I should like to tell you my experience in regard to drying foods this summer.

"I began with peas. We had about a quart of shelled peas left after I had put on enough for dinner. I dipped them into boiling water for three minutes and then put them into cold water to make them hold their green color. They were spread out in a single layer in tin plates and put into the oven to dry. I kept the oven just a little warmer than hot sunshine but not hot enough to cook the peas. If you were using a thermometer I should tell you to have it register from 110 to 150 F. After three hours I found the peas shriveled up and dry. They didn't look nearly so tempting as my canned peas but I was anxious to give them a fair trial so I put some of my dried peas to soak at once. The next day when they were plump and tender I put them on the stove in the same water in which they were soaked and cooked them just as if they had been fresh peas. When they were done I



hunted everyone within reach to give them a taste of my dried peas. They were surprised to find that they tasted so much like fresh peas. I have thought since, that perhaps the dried peas would lose their fresh flavor after they were stored awhile, so yesterday—after they had been dried for a month—I cooked some more of them. They still taste just as good as the first ones.”

“I wonder if the peas could be dried without scalding them?”

“Yes, I tried some without scalding and found that they had just as good a flavor but they were not quite so green.”

“Do you suppose a person could dry string beans? I know shelled beans can be dried but I like the green pods so well.”

“I was just coming to the story of my dried beans. Just as soon as I found some beans in my garden which were large enough to eat I eagerly tried drying some of them. After removing the strings I cut them into pieces as if for cooking. Then I spread them in a single layer in my pans and put them into the warm oven. I left the oven door ajar to keep them from getting too hot. I stirred them occasionally. After about four hours I tested them to see if they were dry enough. The way you tell is to break one of the dried pieces and press the broken edges to see that water can not be pressed out. They should feel leathery but not brittle. Of course I had to see if dried beans were good to eat so I soaked some of them. The next day I found to my delight that they were plump and fresh looking again. I cooked them just as if they had been fresh ones and then canvassed the neighborhood to find tasters to share my happy discovery. Many of them declared that the beans were as good as fresh ones.

“I have heard since that green beans will dry more rapidly if they are sliced lengthwise so the pieces will be exposed to the air better. Some people are using regular vegetable slicers to cut them up. Then I saw some very small tender pods of beans dried whole. A grandmother who lives near me told me that she used to string the green beans on a strong thread and hang them up above the stove.

“Finding that beans and peas could be dried so satisfactorily I tried several other foods, just to see how they would do. I gathered some beet tops, soaked and washed them carefully, and spread them out in the pans to dry. They dried quickly. Before cooking them I soaked them about two hours and then cooked them

for about 15 minutes in the water used for soaking. They were a fine substitute for fresh greens. And you know greens are better than medicine for keeping folks' blood in good condition. Spinach and other greens can be dried in the same way.

"I sliced some carrots in slices about 1-8 inch thick and dried them. They keep their bright color very well. When soaked and cooked they were very good too. Sweet potatoes, turnips and beets may be done the same way.

"I blanched cauliflower in hot water for 3 minutes, dipped it into cold water and then broke it into small pieces. When it dried it became dark in color but when I soaked and cooked it I decided that dried cauliflower would be good to use in soups. I am going to dry my celery ends and tops and use them for flavoring soups this winter.

"Using the kraut cutter I shredded cabbage and dried it. It was so good that I'm beginning to wonder if there is anything that will not dry well.

"I even tried logan berries. The first ones I bought from the fruit store. They were perhaps four or five days old and before I could get them dried I found them covered with a white mold. So I tried again, this time using fresh berries. I dried them slowly to avoid hardening the outside of the berries first. When dry they were small and hard and black. I felt sure that I had found one food that was a failure dried. I soaked them for a couple of hours however and then cooked them. They had a rich red juice which tasted very good and the berries seemed to have lost none of their good flavor by drying.

"When my sweet corn gets right for roasting ears I am going to dry the greater portion of it since I really like it better than canned corn. I boil the freshly gathered ears of corn for about 8 to 10 minutes in order to set the milk so it will not splatter all over the table when I cut the corn off of the cob. Then with a sharp knife I shall either cut off the tender kernels or in case they are rather large I shall cut off the tops of the kernels and scrape out the inside. I shall spread the corn on my new drying trays in a thin layer and dry it from 3 to 4 hours above the stove.

"Of course you want to know about my new drying trays. I bought galvanized screen wire 18 inches wide. I took scraps of wood an inch thick and 2 inches wide and made frames 16 by 24 inches. I used the screen wire to put bottoms into these frames.

Then I made an open rack into which I could slip these trays and arranged so I could hang the whole apparatus over the cook stove. If I want to make use of some hot sunshine for drying I can easily put these trays in the sunlight at the south end of my screened porch.

"There are some pitfalls in this drying business so I shall mention some of them:

1. If foods get too hot while drying in the oven they will have a less delicate flavor and may not regain their fresh form when soaked. For this reason the rack above the stove is superior to oven drying.

2. If foods are soaked too long these warm days they may sour.

3. If newly dried foods are put away at once into an air tight box they are liable to sweat and mold, so they should be opened after a day and tested to see if they have become soft and moist. If they have they must be returned to the drier.

4. If dried foods are not carefully stored in closed boxes they may be reached by flies and wormy food will result. Food which has been dried in the sunlight and probably exposed to beetles may be heated to 15° F. before storing so that there will be no chance of worms developing.

5. Foods dried in the sunlight should be removed to a protected place before dusk since that is the time when the fig moth flies and lays its eggs which later develop into larvae.

6. If the dried food is stored in large boxes one has to open so much of it at a time that it takes a long time to use it up and this allows a large portion of it to be unduly exposed. It is better to store it in small sacks. Each sack may be tied up and then coated by brushing the outside with melted paraffine and a whole group of sacks stored in a tin box. Or if glass jars or tin cans are plentiful they are all right to use after food has been thoroly dried.

Farm Bulletins which may be found helpful to those who are interested in drying may be obtained from the following sources:

1. University of Missouri, Columbia, Mo. Agricultural Extension Service—"Drying Fruits and Vegetables," Addie D. Root.

2. U. S. Dept. of Agriculture, Washington D. C.—Farmers' Bulletin 841, "Drying Fruits and Vegetables in the Home." 1917.

"Raisins, Figs, and Other Dried Fruits and their Use."  
C. F. Langworthy.—1912.

—BESS NAYLOR.

# THE BUREAU OF EDUCATION LETTER

## An Educational Program for the War

**S**UGGESTIONS for a program of school activity for different types of educational institutions during the war have just been issued by Dr. P. P. Claxton, United States Commissioner of Education. After pointing out that attendance laws should be enforced as usual, Dr. Claxton says:

"Parents should be encouraged to make all possible efforts to keep their children in school and should have public or private help when they can not do so without it. Many young children will lack the home care given them in times of peace, and there will be need of many more kindergartens and Montessori schools than we now have.

### **Larger High School Attendance**

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"The attendance in the high schools should be increased, and more boys and girls should be induced to remain until their course is completed. A school year of four terms of 12 weeks each is recommended for the high schools, as for the elementary schools. In the high schools adopting this plan arrangements should be made for half-time attendance, according to the Fitchburg, Cincinnati, and Spartanburg, S. C., plans, for a large proportion of pupils as possible.

"All laboratories and manual-training shops in high schools should be run at their full capacity. In many of the shops work should be done which will have immediate value for the national defense.

"In all high schools in which domestic science (sewing, cooking, sanitation, etc.) is taught, large units of time should be given in the summer and fall to sewing for the Red Cross and for local charities.

"Classes for grown-up women should be formed in which practical instruction can be given largely by lecture and demonstration in the conservation and economic use of food.

### **Continuation Schools and Evening Schools**

“For all boys and girls who can not attend the day sessions of the high schools, continuation classes should be formed, to meet at such times as may be arranged during working hours or in the evening. All cities should maintain evening schools for adult men and women. In cities having considerable numbers of immigrants, evening schools should be maintained for them with classes in English, in civics, and such other subjects as will be helpful to these foreigners in understanding our industrial, social, civic, and political life.

### **Strengthening the Normal Schools**

“In few States is the supply of broadly educated and well-trained teachers equal to the demand. The normal schools should double their energies and use all their funds in the most economic way for the work of preparing teachers. Appropriations for the support of normal schools should be largely increased, as should also the attendance of men and women preparing for service as teachers.

### **More Work for the Colleges and Universities**

“The number of students in colleges, universities, and technical schools should increase rather than diminish. Many of the older and upper class men will volunteer for some branch of the military service, but all young men below the age of liability to selective draft and those not recommended for special service should be urged to remain and take full advantage of the opportunities offered by the colleges, universities, and technical schools, to the end that they may be able to render the most effective service in the later years of the war and the times of need that will follow. Practically all women students should remain, and all boys and girls graduating from high schools should be urged to enter college, technical school, or normal school.

“All students should be made to understand that it is their duty to give to their country and to the world the best and fullest possible measure of service, and that both will need more than they will get of that high type of service which only men and women of the best education and training can give. Patriotism and the desire to serve humanity may require of these young men



and women the exercise of that very high type of self-restraint that will keep them to their tasks of preparation until the time comes when they can render service which can not be rendered by others.

"In agricultural colleges special intensive courses should be given to prepare teachers, directors, and supervisors of agriculture and practical farm superintendents. It should be remembered that the scientific knowledge and the supervising and directing skill of these men and their ability to increase the productive capacity of thousands of men of less knowledge and skill are far more valuable than the work they can do as farm hands. The total number of agricultural students in all colleges is only a fraction more than one-tenth of 1 per cent of the total number of persons engaged in agriculture, or about 13 in 10,000—not enough to affect materially the agricultural production of the country by their labor, but enough to affect it immensely by their directive power when their college courses have been finished.

"No college, university, or technical school that can avoid it should permit its faculty or student body to be scattered or its energies to be dissipated. All should redouble their energies and concentrate them on those things that will be of most service during the progress of the war and which will prepare their students for the most effective service of the country and of the world when the war is over."

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## Country Life Clubs

**M**EN and women who are useful to the world must come in contact with the life about them. Children never have the unaided ability to self direct their minds into such an atmosphere. Parents and teachers must take the initiative in creating an environment that will grip and control the youth of both farm and village and direct their energies along useful and constructive lines instead of the present means of dissipating recreation.

Within every school district of this state may be found people who have the undeveloped power of becoming leaders in thought and action. Our schools are succeeding admirably in giving information, but home and school both fail in developing clear, concise and convincing speakers.

A country life club should develop the social life and foster helpful enjoyment during the year. No matter how much a person may know if he is to lead others, he must have the ability to express his thoughts in correct and fluent language. He must think standing, aloud and before folks. A country life club will bring farmers and their wives together. Programs in which the children will have a part will always secure the attendance of parents. Farmers have an abundance of experiences that may be exchanged at such meetings. We are prone to have one sided opinions unless our friends challenge us for the reason for the faith within. This organization will be appreciated by the families of farmers who can not conveniently attend lectures and entertainments in the near villages or cities. The young men and women will engage actively in such meetings. The country school thru this club may serve the entire community. The country school house is the logical place for these meetings. The place of holding is incidental. In some localities meeting by turns in the homes will serve the best while in others churches may be used. The vital aim is to organize and assist in developing the hidden talents of your district and incidentally developing a wholesome social life.

Orderly methods prescribed in parliamentary practice must be followed if meetings are to be helpful, as well as free from useless and annoying discussions, which try the patience of all and waste much time. A vigorous club maintained for a few years will soon make the neighborhood famous for its homes, gardens, orchards, farms, stock, schools, highways, etc.

Many similar organizations in eastern parts of the United States have been in continuous existence for several years. The semi-centennial of such an organization was recently celebrated in central Pennsylvania. These festivities included a homecoming for former residents. An old man journeyed several hundred miles to greet his near friends of other days. He is now a man of influence and power for right and righteousness in his adopted state. In responding to the address of welcome he said: "Were I compelled to choose between what I obtained in my college course and what I have received from participating in this society I would without a moment's hesitation choose the latter."

It is often advisable not to adopt a constitution and by-

laws until the club has had a few meetings, interest is aroused and cooperation secured. A few organizations hold sufficient sessions to adopt a constitution and by-laws which often proves to be their obituary.

## **CONSTITUTION AND BY-LAWS**

### **Name**

The name of the Club shall be \_\_\_\_\_  
\_\_\_\_\_Country Life Club.

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### **Object**

Its object shall be to promote sociability, diffuse information and assist in the prosperity of the community and its members.

### **Membership**

Any person is eligible to membership who is old enough to be interested in such meetings and young enough to enjoy them, by making application to the secretary and signing the membership roll.

### **Officers**

The officers shall consist of a president, vice president, secretary, treasurer and a program committee of three. (Special attention should be directed to the program committee. The entire success of the meetings depend upon these persons. The adult represents the mature judgment of the community. The young person should be a graduate of a high school or college. This brings the community into contact with the world outside the neighborhood. The pupil furnishes the teacher with a means of relating the school to the community. A teacher should accept no office nor position on committees but should help at all times in every way possible. The object is to develop leadership. The club should continue after the teacher leaves the neighborhood. The teacher should decrease so that resident leadership may increase.) All shall be elected by ballot for a term of one year.

### **Duties of Officers**

All officers shall exercise such duties as are delegated to them by custom and law. Within one month after election the program committee shall announce the programs for the remainder of the year. Such programs may be printed and given to each member.

## **Meetings**

The annual meeting shall be the first Friday evening in September. Regular meetings shall be held on the ----- and ----- Fridays of each month in the school house or by invitation at the home of a resident of the neighborhood.

## **COUNTRY LIFE CLUB ACTIVITIES**

1. Cooperation with other organizations and clubs to secure a county agricultural adviser.
2. Purchasing in carload lots limestone, rock, phosphate or other fertilizers needed.
3. Purchasing in quantity spray material for garden, orchard and fields, and spray machine, as club property. Cooperating to combat farm pests of the community.
4. Owning and operating a gasoline engine-driven vacuum carpet and rug cleaner for the benefit of the club members.
5. Purchasing pure bred sires in cooperative live-stock improvement.
6. Cooperative selling of fruit, grain, hay, animals and other farm products.
7. Organization and management of cooperative stores, elevators and creameries.
8. Directing a lecture course for the community.
9. Cooperating with the Extension Department of normal schools, or of the University in organizing short courses in agriculture and domestic science.
10. Sending delegates to and cooperating with the County Council of Defense in working up local interest.
11. Organizing and carrying thru boys' agricultural clubs and girls' home building clubs, terminating in a local show of products in the fall.
12. Having farmers' picnics under the auspices of the club during the summer or autumn season.
13. Passing resolutions and taking stands on questions of local, state or national policy that affect the interest of farmers. Keeping close contact with local members of the state legislature.
14. Gathering, storing and distributing ice by and for the members of the neighborhood.

—GEO. W. BROWN.

## Suggestions for Program Makers

(EDITOR'S NOTE: At the close of the foregoing article was a list of topics suitable for community clubs or literary societies. Considerable liberty has been taken with the list in the way of additions, emendations and omissions. A good many of these topics have been treated in the RURAL SCHOOL MESSENGER, and in a number of places references have been made to it. Some publications that will help in such program plans are Kirkpatrick's "The Rural School from Within;" Foght's "The Rural Teacher and his Work;" Curtis's "Play and Recreation;" Stern's "Neighborhood Entertainments;" Faulkner's "What We Hear in Music;" and the series of articles by Prof. C. M. Wise on "The School Community and the Drama," which are being published in this magazine.)

1. What are ideal social privileges for the country? 2. The need of rural recreation. 3. How can every farm in this neighborhood raise ten more bushels per acre? 4. School lunches as a means of teaching cooking. 5. The duties of the county school superintendent: (a) mandatory, (b) optional, (c) unwritten, but demanded by progressive communities. 6. A good school: how it may be bettered by (a) the teacher, (b) the pupils, (c) the patrons, (d) the directors, (e) by former pupils who have been away to a higher school. 7. How the war came to America: (a) the Monroe Doctrine, (b) the freedom of the seas, (c) arbitration, (d) the attempt to remain neutral, (e) the bad faith of Germany toward Belgium, France, the United States, (f) the laws of civilized warfare, (g) the present duty—what is mine? (Write to the Committee on Public Information, Washington for the Red White, and Blue book.) 8. Movements toward democracy: (a) initiative, (b) referendum, (c) recall, (d) recall, (e) political equality, (f) control of public utilities, (g) control of speculation in foods and other necessities. 9. How may parents live over their lives with their children? 10. The Boy Scout and the Campfire Girls movement. 11. The true meaning of Socialism. 12. An ideal country community. 13. Why do boys leave the country? 14. Stories to tell children. What? When? How? 15. What are the strong and helpful agencies in this neighborhood? Those that are bad and harmful? 16. One useful apparatus with which our school is, or should be equipped. (See Rural School Messenger, Jan. 1915; October, 1915). 17. The high cost of living as affected by the tariff, freight rates, poor



farming, trusts, extravagance, poor quality of goods, war. Assign one part to enough speakers so that all points may be presented in one evening. (See "Some Great Laws for Farmers" in Rural School Messenger, October, 1916.) 18. The house fly; habits, cause and control. 19. How do children educate their parents and teachers? 20. Who gets the consumer's dollar? Share of each. 21. Why take the boy into partnership on the farm? A father's standpoint. A boy's standpoint. 22. The country boy—does he have sufficient play time? 23. My personal experience in growing alfalfa. 24. Old-time church hymns. 25. The value of the country church. 26. Cooking in paper bags. 27. Plantation melodies. 28. Should people move away from or stay and assist an uninviting neighborhood? 29. The present parcel post law. 30. Where shall the boys and girls go to school after completing the eighth grade? 31. The girl of eighteen in the country—what shall be done for her by home, school and church? 32. Relation of good roads to cost of living, church, school and social gatherings. 33. Dynamite in farming operations. 34. An incident connected with the early history of our country or neighborhood. 35. Handwork in schools. 36. Men named A to J spell against the women named K to Z. Use Christian names. 37. Define heredity and environment. Which is more influential in childhood? With the adult? 38. Use of the gasoline engine for farm or home. 39. What is the next step in agricultural education? 40. Rural recreation thru the church. 41. The advantages of a neighborhood to cooperate in growing the same breeds or types of animals and plants. 42. Conundrum contest. 43. The advantages of a country life library. 44. An ideal country door-yard—front and back. 45. Co-operative ownership of farm machinery. When? Why? 46. Give a method of assisting the child with home preparation or school work: (a) The teacher's part; (b) The parents.' 47. Some noted men and women of to-day. 48. How and why test for acid soils? Let this be presented by an adult. Close with two or three children giving the test. 49. Rural recreation thru the country school. 50. Farm home sanitation. 51. What are good and bad manners at the telephone? 52. Apparatus now needed in our school. (See Rural School Messenger, October, 1915.) 53. Efforts that are being made to improve humanity.

54. Does the education in our high schools unfit a boy or girl for farm life? 55. How control teasing, bullying and boasting? (a) The teacher's view; (b) The parents.' 56. Instrumental music. 57. For and against using, by farmers, each Saturday for a half holiday. 58. The opportunity of the village high school. (See Rural School Messenger, March, 1915.) 59. How to induce all to take part in the program? 60. Young people discuss the choice between a college education and an automobile. 61. Letters of school children thanking the school board for something purchased for the school. Each child read his own letter. 62. Men and women draw numbers. Those matched are partners. Hammer and block furnished. Man must crack nuts for his partner and himself. 63. Song and pantomime. 64. Athletics: Discussion by parent, pupil, teacher. 65. Relate the funniest incident that you know. 66. What is the best tool that I use? By a man and woman. 67. The rural traveling library. 68. Three jokes told by a man. Three told by a woman. 69. "The Star Spangled Banner," its music and history. 70. Favorite quotations. 71. Legislation that interests the farmer in Congress or Legislature. 72. Appointment of committee to visit school and report. 73. Which should be the more emphasized—oral or written speech? Why? 74. Reliable disinfectants—recipes and how to use. 75. Home games for winter evenings. 76. Contests in gardening. 77. Making good butter. 78. What shall be done with the small country school? 79. The title of a favorite song. Repeat or sing the first stanza. 80. Using a Babcock milk tester. 81. Outdoor games for country children. 82. What apparatus should be found on a home playground? School? 83. Indoor plays and games. (See Rural School Messenger, January, 1915.) 84. Three anecdotes concerning Lincoln. 85. Corn clubs. 86. Public affairs in which we are interested; (a) World Wide; (b) National; (c) State; (d) County. 87. The greatest and most important and unsolved political question. 88. A stunt (surprise) in charge of the young people. 89. Tableaux (Thanksgiving or Christmas scene). 90. Moving picture shows, good and bad. 91. Experiments made this year, and results, with crops, stock, poultry, cooking, home, farm, and school improvements. 92. Review of a favorite magazine or a new book. 93. Athletics in the country. (See Rural School

Messenger, March, 1915.) 94. Hints on the care of the sick. 95. Things worth reading in my favorite paper. 96. Exhibit and explain a cartoon cut from a recent newspaper. 97. Sketch of a now illustrious American. 98. What I would look for in buying a farm—discussion led by a man and a woman. 99. Name some animal pets and state how they should be cared for. 100. Exhibit of the childhood photos of all adults of the district. (Surprise in charge of the young ladies). 101. Current Events. 102. Summer baseball. 103. Does the farmer's child need more labor, more land or more education? (Short response by various members). 104. The requirements of approved school as fixed by the State Superintendent of Public Schools. (See School Laws, also Rural School Messenger, October, 1915.) 105. Each member suggest something that would be helpful for the neighborhood. 106. Boy Scout activities for country boys. 107. Exhibition and explanation of a master picture. 108. Music as a form of play in rural districts. 109. How may the larger boys be induced to stay at home during evenings? 110. Dramatic play in rural districts. 111. Name of a farm, or a name that is suitable for a farm. 112. Country parks. 113. Luncheon in charge of the young ladies. 114. The rural play festival. (See Rural School Messenger, March, 1915.) 115. Each member give an instance of cooperation among farmers. 116. The county fair. How to improve it? 117. How can we assist in improving our country school? 118. Rural pageants. (See Rural School Messenger, May, 1915.) 119. Men respond to questions "What have people talked about this year?" Women "About whom have people talked this year?" 120. The lessening of sickness in rural districts thru more adequate provision for recreation may increase economic efficiency in rural districts. 123. Each member tell of the greatest ride he or she ever took. 124. Higher standards of citizenship made possible by rural recreation centers. 125. Should provision for rural recreation be made through public taxation? 126. The Farmers' Institute. 127. The soil needs of the community. 128. Pure-bred versus scrub live stock. 129. Should agriculture and domestic science be taught in our schools? 130. Pure water supply on the farm. 131. Clean milk on the farm. 132. Preventable diseases. 133. The Grange. 134. Women's clubs in the coun-

try. 135. Girls' clubs. 136. Value of neighborhood entertainments. 137. The function of each of the county and state officers. 138. Direct Primaries. 139. How to revitalize the rural church. 140. The federated church. 141. Value of correspondence courses. 142. The causes of the trend of rural population toward the large cities. 143. The effect of tenant-farming on neighborhood improvements. 144. Consolidation of rural schools. (See Rural School Messenger, March, 1916.) 145. The larger unit in school organization. 146. The farmer's wood lot. 147. Beautifying country home grounds. 148. Is it good business management to have modern conveniences in the country home? 149. The county farm agent, or adviser. 150. Home-making as a profession. 151. The house that Jack built. The home that Jill made. 152. Scientific buying; bargains real and fictitious. 153. The ideal kitchen. 154. Canning fruit, vegetables, curing meat. 155. Is hospitality a lost art? 156. Economy of time; fireless cookers. 157. The standard of life. 159. Evolution of domestic life in America. 159. Methods of cooking meat; cheap meats; substitutes for meat. 160. Scientific art of breadmaking; the story of a grain of wheat. 161. Personal responsibility for one's own health. 162. Emergencies. 163. The winter cellar. 164. Christmas presents. 165. Origin of various farm animals.

## **Suggested Programs for September and October**

### **SEPTEMBER**

#### **"Ye Olde Tyme School Dayes"**

Roll Call Response: One incident from the school life of each person.

Prepare an exhibit of all the old school books that may be secured in a radius of three or four miles. Secure the oldest residents of the neighborhood for a class and conduct a short recitation from one of these books.

Dramatization of "The Hoosier School Master." (A good edition may be obtained from A. C. McClurg and Co., Chicago, Ill. This should be given by the young men and women of the neighborhood who are not attending the district school.)

Secure the oldest continuous resident of the district to give a history of the first school in the neighborhood.

For music use old time church melodies and close with "Auld Lang Syne."

Plan for a school reunion. Secure the presence or a letter of greeting from all who have ever attended this school.

### **Spelling Bee**

Roll Call Response: Pronounce and spell a difficult word.

Song—"Columbia, the Gem of the Ocean."

(Pupils vs. Patrons)

Contest:

(a) "Trapper."

Trapper catches the misspelled words.

(b) "Sending Runners."

One pupil spells against one patron. If patron spells down pupil, choose another pupil; if pupil spells down patron, choose another patron.

Piano Solo.

Contest:

(a) "Initial Challenge."

Those having initials from A to K spell against those from K to Z.

(b) "Last Letter."

Begin new word with last letter of previous word.

Violin Solo.

Contest:

(a) "A and B."

A-pupils; B-patrons. A contests against B. (Keep tally.

(b) "Last One on the Floor."

Decision.

## **OCTOBER**

### **Columbus Day**

Roll Call Response: One incident from the life of Columbus.

Song—"America."

Life of Columbia—A pupil.

Duet or Quartet—"Flag of the Free."

(The Academy Song Book.)



Recitation—"Columbus," Joaquin Miller.

(Curry's Literary Readings.)

North America before the discovery by Columbus.

Instrumental Music—(Patriotic).

Some things that prompted Columbus to make his voyages and the results on the world.

Song—"Columbia, the Gem of the Ocean."

### **Hallowe'en Social**

This gathering is to be a social and should provide a jolly good time for all.

Decoration: Quantities of gaily tinted autumn leaves, golden rod, and other wild flowers will prove effective and satisfactory. Across top and down the sides of each door and window hang festoons of yellow and white corn, the husks turned back to show the firm, glistening kernels. A shock of corn may be placed in one corner with a smiling jack o'lantern peeping out. Festoons of nuts, bunches of wheat or oats and strings of cranberries may also help to brighten the wall decorations. Light should be supplied by jack o'lanterns placed about the room.

Roll Call Response: Describe a Hallowe'en prank.

Song of welcome.

Nine girls dressed in white with red caps on heads. As they sing the chorus, in a close circle, have them throw handfuls of candy-bits of taffy wrapped first in wax paper and afterwards in bright colored tissue paper, among the audience.

Recitation—"Hallowe'en Cheer."

Recitation—"The Enchanted Shirt."

Recitation—"Goblins."

Recitation—"Grandpa's Hallowe'en."

Song.

Recitation—"Broomstick Train."

Play—"Clever Match-Makers."

Song.

Visiting the Witch's Screen.

Guests should visit the Witch's Screen and partake of the Witch's brew, hot coffee. The screen is made of some yellow cotton material and is decorated with black cats, bats, stars, crescents, and the old witch riding her broom. Slits are cut in

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the screen to allow four couples to place their hands through to pass the following articles from one to another: A hot potato, a raw oyster, ice, a snake made of dough, a potato filled with tooth picks, and a sausage skin filled with air and dipped in ice water. Each article is supposed to come from a distant land and to bring good luck to the one who passes it successfully to his neighbor. Much merriment is caused by trying to guess what each article is.

### **Severing the Cord of the Cornucopia**

A large paper cornucopia is suspended from the ceiling. The severing of the cord which keeps it in position allows it to shower upon the merry-makers slips of papers containing conundrums and their answers.

The following games may be used: Bowls (Luggies), Touchstone, Guess Who, Raisin Face, Barrel Hoop, Threading a Needle, Needle Game, Apple Paring, Ring and Goblet, The Four Saucers.

The recitations, plays and games are in a book entitled "Hallowe'en Festivities," for sale by the Penn Publishing Company, 226 South Eleventh Street, Philadelphia, Pennsylvania; price, 35c.

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Somebody said that it couldn't be done,  
But he with a chuckle replied:  
That maybe it couldn't, but he would be one  
Who wouldn't say so till he tried.  
So he buckled right in with a trace of a grin  
On his face,—if he worried he hid it;  
He started to sing as he tackled the thing  
That couldn't be done—and he did it!  
There are many to tell you that it cannot be done,  
There are many to prophesy failure;  
There are many to point out to you one by one,  
The dangers that await to assail you;  
But just buckle in with a bit of a grin,  
Then take off your coat and go to it;  
Just start in to sing as you tackle the thing.  
That cannot be done—and you'll do it!



The original cast for "A Vision of the Homeland." This play was written by a student in the Advanced Composition class under the direction of Prof. C. M. Wise. The play was presented at the Sixth Annual Rural Life Conference at Kirksville, to the National Conference in Rural Education, at Lincoln, Neb., and at twenty other places by this original cast. It has been presented in many other places by local organizations. The names of the players in the back row from left to right: Richard DeWitt, Sylvia Browne, Roy Slocum, Vera Finegan, Julius Gungley, Zevra Cauty, J. C. Williams. Front row: Oliver C. Perry (author), Velda Cochran, Prof. C. M. Wise.

## These Will Help

(EDITOR'S NOTE: The Editor made an effort the closing week of the summer term to compile a list of addresses, demonstrations, and other forms of entertainment and education that could be given, on request, by faculty members. He regrets that it was not possible to make the list complete. Later the complete list will be published in a bulletin issued by the Extension Study Committee.)

Willis J. Bray: The School's Responsibility for Physical Efficiency; The Teacher's Place in the Public Health Campaign; "Let's Save the Kiddies" (illustrated); The Public School in the Present World Crisis; Permanent Preparedness or the Gospel of the 3 V's.

I. R. Bundy: Will speak at teachers' meetings or community gatherings in the interest of library service or the organization of new libraries in schools or for general public use. The Normal School Library will also give practical assistance in cataloging and classifying libraries.

Mark Burrows: A Larger and Better School Plant (Suitable for consolidation meetings); Modern School Buildings (illustrated); The School Plant as a Social Center; Science and Civilization (illustrated with slides and motion pictures); A Year of the Normal School in 30 Minutes (illustrated with slides and motion pictures); Pioneers (for graduation programs); The War's effect upon Science and Industry (illustrated).

William Arthur Clark: What a Missouri Boy or Girl May Do; The Practical Value of Higher Education; Inspirational Talks upon Fundamentals of Education; Making a Life; Psychology of the Curriculum; Preventing Waste.

Byron Cosby: American Ideals; Books and Things; Folks and Forces; Your Work of Tomorrow.

Blanche Frances Emery: The Campfire Movement and other organizations for girls; A series of talks to high schools; can supply an evening's entertainment in nearby towns with plays suitable for high schools and especially Campfire Girls, supplemented with dances and songs.

Chas. A. Epperson: Modern Tendencies in Mathematics Teaching.

Clarice Evans: Industrial Arts for Elementary Schools.



Eugene Fair: A League to Enforce Peace; The Two Hague Conferences; What is Democracy.

T. Jennie Green: The Relation of Latin to Practical Life (illustrated with charts); A lecture on either Vergil or Caesar (illustrated with lantern); Roman Houses and Wall Decorations (illustrated).

George Harold Jamison: Elements of Greatness as seen in Abraham Lincoln. The World Call for Education. For community or Parent-Teacher meetings: Unity in community Life. For Literary Societies: The Quest of John Chapman.

Ida Adele Jewett: Round-table discussions at teachers' meetings on the teaching of spelling, reading, language, etc. Lectures on Shakespeare or other literary topics. The New Poetry; Shakespeare's Tragic Hero; Dialects, their Origin and Value.

Warren Jones: An Evening with Whittier (illustrated); The Home and the School; Education for Efficiency; The Value of an Ideal; Demonstration Lessons in English. Assist in teachers' institutes. Assist Parent-Teacher meetings. Talks on Irving; Longfellow; Hawthorne; Dickens; Scott; Shakespeare; Wordsworth; the Theater,—all illustrated, if given at least two weeks' notice.

President John R. Kirk: Addresses school board conventions, graduating classes, commercial clubs, etc., as duties will allow.

Grace Lyle: Appreciation of Pictures and the Artistic Principles Involved (illustrated with the lantern); School and Home Decoration from an Economic Standpoint; The Principles of Dress Design and their Practical Application: Courses of study in Fine Arts which are Practical in Rural Schools; The Buying and Framing of Pictures for School or House; Lectures on any period in the History of Painting, Sculpture or Architecture; Biographic or critical lectures on any artist or sculptor; How May Our Courses in Art Aid in Our Present Economic Conditions.

H. A. McKean: The People of the Philippine Islands; The Work of the American Teacher in the Philippines; How Shall We Know our Industries? The School and Everyday Life.



Harvey L. McWilliams: Organizing and Managing Athletic Contests: Athletics and Physical Education; a demonstration of plays and games.

Bess Naylor: Demonstrations of preservation of Food and other lessons on Food Economy. Substitutes, etc.; The Teaching of Household Arts.

Felix Rothschild: The Delinquent Community; The Social Problems of the High School; (Vocational Guidance) Counseling the High School Boy and Girl; Learning to Earn (vocational education).

Eudora H. Savage: Literature in the Elementary Schools; How to Teach Reading in the Upper Grades; Grammar—How to Make it a Live Subject.

Flora Snowden: Demonstration lessons on sewing and household arts in the public schools; The Place of Household Arts in the Curriculum.

James Stephen Stokes: The Physical Features of the Earth's Surface; landscape; The Scenic Showplaces of the United States; Modern Conveniences in the School and the Home; Round about the Home (illustrated); Direct and Indirect Tuition; The Fundamental Motive.

Eugene Morrow Violette: Phases of the Present War. (Illustrated lectures). A Day in the Houses of Parliament; A Day at Versailles; A Trip thru London; A Trip thru Paris.

Claude Merton Wise: -----, a social center play (At the time this list was made the class in Advanced Composition had not turned in their manuscripts, so the name of the prize winning play was not known); The Dramatic Method of Teaching Reading and Literature; Original Plays and Pageants (illustrated); Scenery, Costume, Lighting (illustrated); Make-up for Amateurs (Demonstrated); The Community Theater Movement; Dramatic Readings from Lord Dunsany and Others.

William Henry Zeigel: The Teaching of Arithmetic; The Part of the Father in the Home Training of Children; The Return the Teacher should Make to the Home Community; The Church and the School in Rural Life Betterment; The School and National Emergency; Food Conservation and the War.

# The School Community and the Drama

## A Series of Three Articles

- I. The Choice of a Play.
- II. Costume, Scenery, Stage, Makeup.
- III. Original Plays and Pageants for the School Community

(EDITOR'S NOTE: "The Choice of a Play" appeared in Vol. VI, No. 8. Copies will be sent on request as long as the supply holds out.)

### II. COSTUME, SCENERY, STAGE, MAKEUP

The newest material for costuming school plays and dances is paper—not the old-style, flimsy crepe paper, but tough, elastic paper made especially for the purpose. The Dennison Company, Chicago, long known for their paper products, make this sort of paper in a hundred exquisite shades and in imitation of every beautiful cloth known. The construction of not-too-elaborate costumes of paper is said to be astonishingly easy, and the colorful results are of unrivalled beauty. The company will send samples and patterns on request.

For more substantial costumes, the old standbys, cheese cloth, cambric, bleached and unbleached muslin, canton flannel and cretonne are always in order, though more than usually expensive just now, of course. Do not despair if you can not buy the right color. White cheese cloth and Putnam Fadeless Dyes will give you the exact shade you want, with never a failure.

For all sorts of standard type-costumes, Puritan, Indian, Revolutionary, Elizabethan, with patterns, colors, materials, etc., specified and described, nothing is so useful to the amateur as Constance D'Arcy MacKay's "Costume and Scenery for Amateurs," Henry Holt & Co., New York.

Scenery for the school stage is usually a problem. Two kinds are to be avoided; the cheap, crudely made painted wings and drops, and the curtaining of gaudy flowered calico. Ordinary bed sheets are usually scorned by amateurs, but they are far superior to either of the varieties named above. They are at least neutral, and have no distracting, nightmare quality. Best of all are hangings of solid color, with perhaps a stenciled conventional border. Burlap is the best material, and, except in war-time, is not expensive. Outing flannel and denim are good.

When some sort of painted scenery is unavoidably necessary, paint it yourself on muslin with alabastine, using flat colors in warm, soft tones, and attempting absolutely no detail.

With scenery of this type, the school stage takes on an air of gentility and culture that is both restful and stimulating, never confusing, always satisfying.

Human beings are fortunately imaginative, and what is even more fortunate, they enjoy the exercise of their imaginations. Hence elaborate properties are unnecessary always. A column is enough to suggest a temple, a chair a throne room, a dish or two a feast. Let the amateur learn a few fundamentals of keeping his face toward his audience, staying from in front of speakers, playing far front and making himself heard, and elaborate properties are never missed.

This is not true of lights. Everyone is susceptible to the beauty and suggestiveness of colored lights, and the school or community that has an electric or gas stereopticon has a mine of lovely possibilities. The suggestive quality of lighting is said to react about as follows:

Green, light brown and dark brown serve well for all plays. Where a special atmosphere is desired, use yellow for melodrama, lavender for pathos, dark purple for tragedy, red for passion and crime, dark blue or black for gloom, brown or gray for poverty and dinginess.

In classroom dramatization, on all ordinary occasions, nothing of makeup is required. But on special occasions, and at all times when anything in the way of a public performance is being given, makeup becomes a kind of benevolent magic which transports participants and audience to a fairyland of delight. So tremendous is its attraction to the average student and his auditor friends, that the teacher who possesses a makeup box and can successfully apply crepe hair and grease paint becomes a kind of deity in his community. He is regarded with all the respect that a magician commands, but with none of the superstitious awe. He becomes a kind of staple necessity in all community projects that involve dramatics in any way, and thus has countless avenues of influence and service opened to him.

An amateur's makeup kit, complicated as it looks, may be very simple, yet very efficient. For fifty cents one can buy a very

good assortment, but it is better to spend somewhat more and get a really complete kit. The following named articles, though not all absolutely necessary, make a very useful outfit.

1 stick black grease paint .....	\$ .25
1 stick red grease paint .....	.25
1 stick white grease paint .....	.25
1 stick light complexion grease paint .....	.25
1 stick dark complexion grease paint .....	.25
1 stick gray liner grease paint .....	.10
1 box white rice powder .....	.30
1 box Indian powder .....	.30
1 box rouge .....	.25
1 yard black crepe hair .....	.25
1 yard brown crepe hair .....	.25
1 yard gray crepe hair .....	.25
1 yard white crepe hair .....	.25
1 bottle spirit gum .....	.15
2 powder puffs .....	.20

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Total .....\$3.55

This perhaps is a rather generous supply, but it will last for years with almost no replenishing. If two or three persons buy in partnership and divide the sticks of paint, boxes of powder, etc., each can have a kit in splendid variety at very small outlay.

Makeups for amateur purposes may be divided into two classes, "straight" and "complexion." A straight makeup is quite simple. The first step is to rouge the cheeks lightly, to give them a healthy glow and to eliminate the ghastly pallor which the average skin shows under the ultra-brilliant stage lights. Do not make the mistake of leaving the rouge as it is when first applied, i. e., of equal density all over the rouged portion of the face. Begin in the center and work outward with a rotary motion of the fingers, thus making the coat of rouge thinner and thinner toward the edges, and blending it with the skin.

Next apply a very little of the red grease paint to the lips, following their natural curve and being careful to redden the lips only in the center. If the lips are reddened clear to the corners of the mouth, a grinning, comedy effect results.

The eyebrows and eyelashes come in for attention next. With an orange stick or a simple bit of matchwood, draw a gracefully curving line in black grease paint on each brow. With the same instrument paint the upper eyelashes black, and draw a narrow line at the roots of the eyelashes, both upper and lower, continuing these lines a little past the point of convergence at the outer corner. The size and beauty of the eyes can sometimes be further heightened by the application of a very, very small quantity of gray liner, thoroughly rubbed in above and below the eyes.

The only remaining step is to powder the whole face evenly and not too heavily, afterward brushing the powder off the rouged portions.

The "complexion" makeup is identical except at the first. Apply a little cold cream or vaseline to the face and rub until the face is only moist—not greasy. Rub on a small quantity of complexion grease paint of light or dark shade, as desired, and spread it evenly with the fingers. Proceed thereafter as in the case of the "straight" makeup, omitting the red lips and cheeks if the character represented is to be old.

To make lines to give the impression of age, use the match stick and the gray liner. Draw rather wide lines wherever your experience has taught you they appear on an old person's face, following, whenever possible, the lines already naturally suggested in your subject's countenance. Do not leave the lines thus, however, or they will look exactly like what they are—stripes of paint. Blend them at the edges with your finger or a leather stomp, and you will be astonished to see how nearly they simulate natural folds of flesh. For rough or villainous characters, brown or black lines may be used, blended as described above.

For dark or oriental characters, use the Indian powder for a final touch, diluting it to the desired shade with white powder.

Crepe hair far surpasses all other varieties of beards and mustaches, but it must be properly applied. Two warnings are always in order; do not use too much hair, and always let the sticking agent get almost dry before applying the hair. For a mustache, take a very small wisp of crepe hair and pulverize it well with a pocket knife, divide it into two parts, pinching roughly into the shape of mustachios. Next paint the lip with spirit gum and wait patiently for the gum to dry. Where the gum gets very sticky



(tacky, the automobilists call it) apply the hair and press it firmly against the skin for a moment. Lastly, twist and trim the mustache into shape.

For all ordinary beards, use pulverized crepe hair in the same way as just described. Don't use too much hair; it will be sure to fall off at the wrong moment. You will be surprised to see the effect of a very small quantity. Only when a very long chin beard is desired does one use the crepe hair as cut from the braid, merely combing it out, not pulverizing it.

To block out teeth, use a small lump of black wax, (price 10c). Dry the teeth first, and then stick on the wax. If it is too hard, warm it in the hand or over a candle.

False noses and freak features can be molded from nose putty (price 25c). The process takes much time and patience, but no particular skill. When the molding is finished, paint and powder the wax as in the case of the natural skin.

All kinds of makeup can be removed with vaseline, cold cream, cocoa butter or alcohol. The last two are the best.

Makeup materials may be purchased by mail from The Owl Drug Store, Kirksville, Mo., The Dramatic Publishing Co., Chicago, and the M. Stein Co., New York.

—C. M. WISE.



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